DOCUMENT RESUME

ED 231 760 SP 022 382

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TITLE Individualized Professional Development: A Cooperative Process That Works!
PUB DATE Nov 82
NOTE 30p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (7th, Atlanta, GA, November 19-23, 1982).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Consultation Programs; Educational Quality; Elementary Secondary Education; *Individual Development; Inservice Teacher Education; Instructional Improvement; Needs Assessment; *Problem Solving; Professional Development; Self Evaluation (Individuals); *Staff Development; Teacher Effectiveness; *Teacher Improvement

ABSTRACT

The Individualized Professional Development Process (IPDP) was developed for the Brookfield, Connecticut school district by a private consultant. Participation in IPDP is voluntary in Brookfield. However, once selected as a participant, a staff member goes through a professional development process. The individual, along with his immediate supervisor, meets with a consultant to clarify roles and responsibilities and to negotiate a set of performance objectives and indicators reflecting a self-selected professional development goal. During this meeting, a draft of a "personal action plan" is developed which spells out such things as: (1) the individual's topic, goal, and objectives; (2) anticipated problems and possible solutions; (3) resources needed; (4) sequence of tasks and activities to be undertaken; (5) the plan's estimated cost; and (6) the project's benefits for the individual and school district. During a second meeting, the action plan and commitments are finalized. The action plan is carried out by the staff member with support from supervisor and consultant. Outcomes are evaluated against the plan's objectives and indicators by teacher, supervisor, and consultant. A summary of each completed IPDP project is prepared and disseminated, and a cadre of participants is selected and trained as IPDP advisors. They assume the role of consultant during subsequent IPDP cycles. All steps are illustrated in the appendices. (JMK)

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INDIVIDUALIZED PROFESSIONAL DEVELOPMENT: A COOPERATIVE PROCESS THAT WORKS!

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INDIVIDUALIZED PROFESSIONAL DEVELOPMENT: A COOPERATIVE PROCESS THAT WORKS!

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Teachers, like the students they teach, have individual needs, abilities, interests, and attitudes. Those who plan in-service education programs for teachers, without accounting for those individual differences, face the probability that many professional development needs will not be met.

Traditionally, in-service education planners have tried to determine individual needs by conducting surveys that ask teachers to recommend workshops they would like offered by their school district. Although these surveys do help identify potential staff development activities, they do not satisfy a more basic need of adult learners: that is, the need to have a voice in designing and planning their own specific and unique professional development experiences.

Even when a number of workshop options are offered as a result of a needs survey, there is seldom enough opportunity within large group sessions to meet most individual needs. Few in-service activities of this nature can effectively address the specific needs of both the kindergarten and high school teacher; the art and music teachers' special concerns; or the need of a principal to help transfer theory into practice.

In addition, attempts to address a wide diversity of identified needs through workshops or special courses are often abandoned because only one or two individuals expressed a particular need, thus making a workshop on that topic impractical to implement. When 15 or 20 teachers opt for a particular activity, it may be scheduled. However, such a workshop usually deals only with the generic topic and cannot readily respond to the subtile differences of detail required by individual participants.

The Brookfield Experience

The Brookfield, Connecticut school district, through its Staff Development Committee, had conducted a comprehensive and generally effective professional development program for several years. However, a serious gap in the program became evident over time. It was found that the diversity of unique individual professional development needs were not being met within the existing in-service program and budget. In order to close that gap and to address the specific needs being expressed by individual teachers and administrators, the Brookfield Staff Development Committee, with the approval of the district's professional staff and board of education, applied for and was awarded a Connecticut State Department of Education Mini Grant for Professional Development.

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Upon notification of the Mini Grant award, Brookfield contracted for the consultantcy services of the author to refine and implement an Individualized Professional Development Process (IPDP). Details of the IPDP were communicated to the Brookfield professional staff. Applications to participate in the project were received by the representative Staff Development Committee and participant selections were made based on predetermined criteria.

Appendix A illustrates the role played by the cooperating organizations and individuals in the Brookfield IPDP program.

The IPDP Process

Underlying the IPDP concept are the following principles consistant with adult learning theory:

- Learning is viewed as problem-centered rather than subject-centered. Learning is directed toward real issues addressed by the learner within his or her current professional situation.
- Adults are motivated to learn because of experienced needs and interests.
- Adults have a deep need to be self-directing; therefore, they must be instrumental in designing their own strategies to meet their own identified needs and interests.
- In order to conceptualize their strategies and reinforce their own motivation in the best way, adults require the commitment and support of significant others in a non-threatening environment.

Participation in IPDP is voluntary in Brookfield. Once selected as a participant, a staff member goes through the following process:

1. The individual, along with his or her immediate supervisor meets with a consultant/advisor to clarify roles and responsibilities and to negotiate a set of performance objectives and indicators reflecting a self-selected professional development goal.

2. During this initial meeting, a draft of a personal action plan is developed. The action plan spells out:
   - the individual's topic, goal and objectives.
   - anticipated problems in meeting the objectives and some possible solutions.
   - resourses needed to accomplish the objectives.
   - the sequence of tasks and activities to be undertaken along with realistic time lines for each.
   - the estimated cost of implementing the plan.
   - the expected benefits of the proposed project to both the individual and the school district.

3. During a second meeting, the action plan is finalized and commitments are formalized. See appendix B for an example of a finalized IPDP action plan.

4. The action plan is carried out by the staff member who is supported in various ways by the supervisor and consultant/advisor. There is a sharing of responsibility, a team effort toward the successful accomplishment of the individual's project.

5. Outcomes are evaluated against the plan's objectives and indicators. The individual, supervisor and consultant share in this evaluation procedure.

6. A summary of each completed IPDP project is prepared and disseminated. See appendix C for summaries of several completed IPDP projects in Brookfield.

7. A cadre of participants is selected and trained as IPDP advisors. They assume the role of the consultant during subsequent IPDP cycles.

Brookfield teachers, administrators and board of education members are excited about the quality and impact of IPDP on the educational process. Although the more traditional professional development in-service program is still providing a wide variety of activities to meet group needs, IPDP has become an important and growing component. The Brookfield school district now funds IPDP through reallocation of its sabatical line item of the district's budget.

IPDP and Teacher Evaluation

There is also a natural relationship between IPDP and the teacher evaluation process. The potential for this relationship was recognized by administrators of the West Springfield, Massachusetts school district. West Springfield applied for and was awarded a Commonwealth Inservice Institute Grant from the Massachusetts State Department of Education to develop a teacher evaluation process which incorporates the IPDP concept. A team of administrators and supervisors met weekly for three months during the spring of 1983 with the author as project consultant. A West Springfield Teacher Evaluation Process (WestStep) was drafted along with two supporting manuals: a teachers' handbook, and a supervisors' guide. Appendix D outlines the WestStep process.

The West Springfield Teachers' Association is presently considering applying for a similar Inservice Institute grant which would support a review of the administrator's plan from the teacher's perspective. The goal is to negotiate an IPDP-based teacher evaluation process into the teacher's contract to be implemented during the 1984-85 school year.

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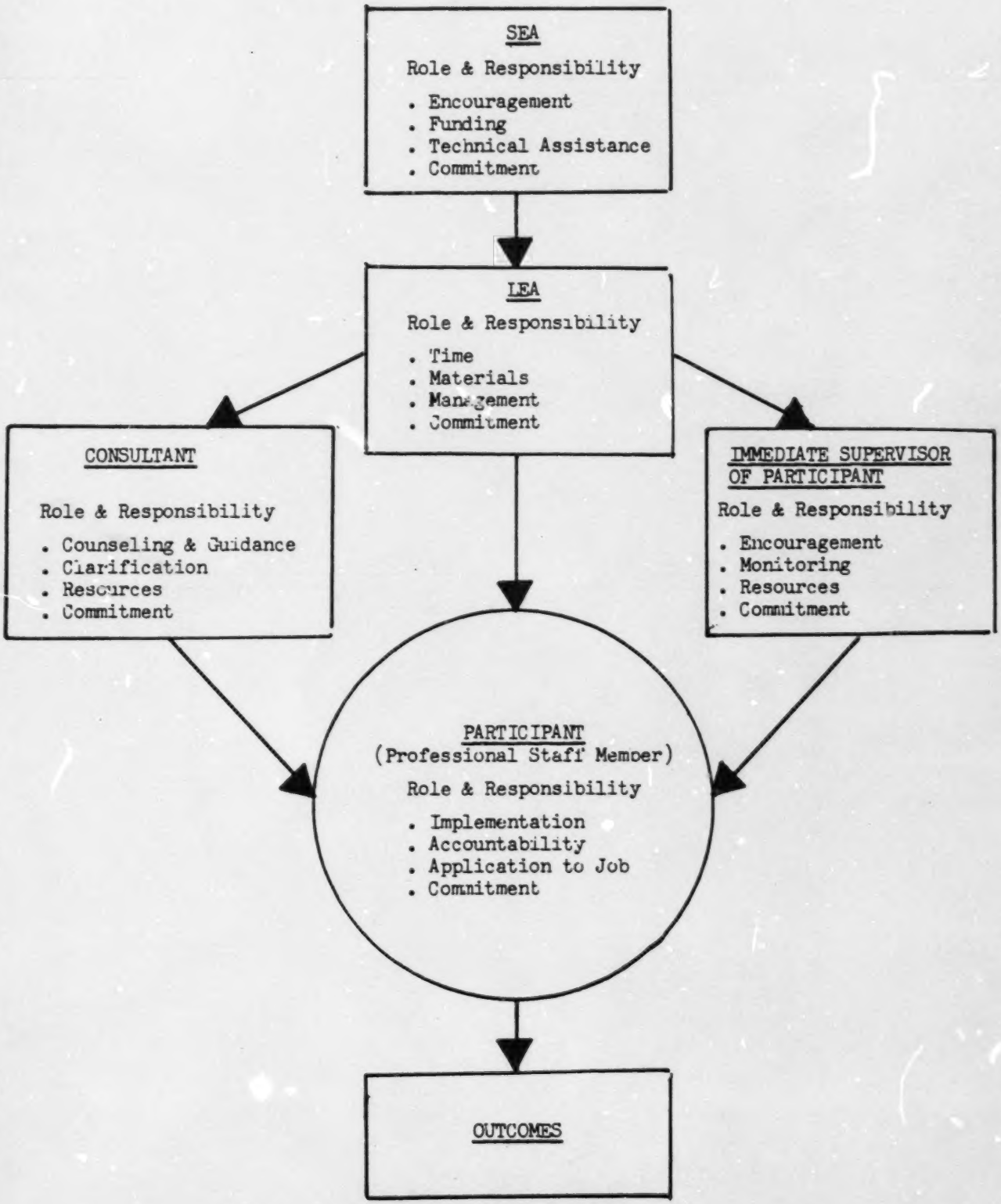
APPENDICES

Appendix A

THE IPDP COLLABORATIVE MODEL



Appendix B

ACTION PLAN

SUBJECT

State the specific area(s) or topics you have picked for improvement.

Research materials for slow learners deficient in the mechanics of writing, for example in the areas of Capitalization, Punctuation, and Usage.

OBJECTIVE

What do you want to accomplish? What is your purpose, or broad objective?

1. To broaden and increase my knowledge of materials for slow learners at the High School level in the above area.
2. To apply this knowledge in my teaching.
3. To share this knowledge with fellow members of the English department.

GOALS

How will you know what you've accomplished? Your specific targets or yardsticks by which you will measure improvement

1. A resource bank listing available materials at BHS by skill, manner of presentation, and level of difficulty will have been developed.
2. Available materials which are at present scattered around the building, will have been coordinated. Included are texts, workbooks, and filmstrips.
3. Major publishers have been contacted to find out what new materials are available. Copies have been acquired, if possible.
4. A resource bookshelf of the above materials will have been developed.

GOALS (continued)

5. A list of requested materials for next year's budget will have been prepared.

6. My results with fellow department members will have been shared and their input received.

7. Results will have applied to basic English classes.

PROBLEMS

What barriers, resistance, interruptions, obstacles, etc. (anticipated and unforeseen) might you encounter as you implement your Action Plan? Number them.

1. Finding time to complete the above tasks.
2. Finding materials which are currently squirreled away in scattered locations throughout the building.
3. Need for clerical/secretarial help to type letters and coordinate correspondence.
4. Development of a logical format for resource bank.
5. Finding sources of materials. ie. Publishers, etc.
6. Develop a means of sharing with English and Special Education Colleagues.
7. Find out about pertinent conferences, workshops, and courses.

SOLUTIONS

How do you plan to avoid or to deal with the problems that you've just enumerated? Number to correspond with your list at the left.

1. Using conference period and vacation time. Also, perhaps one professional day for "Treasure Hunt".
2. To ask colleagues in the English, Special Education, and Library for their help and input.
3. Make arrangements for Senior student in office practice class to assist.
4. To make a card index and devise a library check out system.
5. Begin with Department Head's catalog file, then check with WesConn and possibly UConn.
6. Presentation at English and Special Education department meetings and ditto a quick ready reference guide.

RESOURCES

What people will you need to implement this plan? Time required? (Did you include your own time?) What other resources — equipment, materials, outside assistance?

1. Assistance and supervision by Alice Tufts, English Department chairman.
2. Clerical help with letters.
3. Stationery, postage, file cards, etc.
4. Shelf space in library and/or seminar room.
5. Visits to WestConn and UConn to study curriculum resources.
6. Fees and travel to conferences and/or workshops.

SOLUTIONS (continued)

7. Check with NCTE and local colleges for conference schedules, then arrange for professional days.

ACTIVITIES

List in sequence the steps required to bring about the desired change. Indicate the time period for each in the column to the right, using actual calendar dates and estimates of the number of hours required for each activity listed.

	TIME
1. Development of card file based on skills as listed in Warriner's Grammar (our present text). Will be based on chapters on Capitalization, Punctuation, and Usage.	6 Hours-To February 1.
2. "Treasure Hunt" to locate materials in building.	4-6 Hours?- February 1 to 11.
3. Letters to publishers.	Month of February.
4. Development of resource shelf.	On Going. February-June
5. Prepare a list of proposed purchases for next year's budget.	May 30
6. Attend appropriate conferences for workshops.	Appropriate Dates
7. Share results with English and Special Education department.	Late May 1 Hour Presentation

COSTS

List the costs of implementing your action plan.

Clerical help, 6 hours at $3.35--	$ 20.10
Conference/workshop Fees, Approximately--	$100.00
Costs for sample texts and professtional materials--	$ 50.00
Travel--	$ 40.00
Supplies--	$ 30.00
	$240.10

(Course Tuition?--$300.00)

BENEFITS

Itemize the benefits and estimate the value of any intangible benefits.

1. Systemizes present resources for easier access and use by classroom teachers.
2. Gives classroom teacher more tools to use in basic English class.
3. Application of materials will lead to more effective instruction for basic English students and increased learning.
4. More efficient ordering of texts for future years.
5. Increases my resources for dealing with this type of student.

COMMITMENT

In signing below, we agree to make the commitment of time and money needed to carry out this Action Plan as outlined. We further agree to meet at the time(s) noted below to review progress and modify the schedule of Activities described on Page 2 as may be needed to achieve our Goals and thereby meet our Objectives

Signatures

Date/Time for Progress Review(s)

1ST TUESDAY OF MONTH, MARCH - MAY 11:30 - 12:15.

ADDITIONAL TIME AS NEED ARISES.

Today's date: Feb. 11, 1982

Appendix C

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

STAFF MEMBER: English Teacher, High School

IPDP TOPIC: Resource material file: Basic English

GOAL: To organize, catalogue, and utilize a collection of materials for use with students deficient in basic English skills

DESCRIPTION OF ACTIVITIES: A shelf in the High School Seminar Room houses the start of client's resource bank of materials. She has developed a card file of the resources in the bank. The file is arranged by skill areas and is coded to help the user easily locate materials in the bank, especially in the areas of capitalization, punctuation, and usage. Client collected the materials by conducting a "treasure hunt" throughout the school, carefully reviewing Warringer's Grammer (the text used in her classes), contacting publishers for samples and digging through the English Department's catalogue file.

BENEFITS AND OUTCOMES: Although jury duty delayed some of client's IPDP activities, a respectable amount of materials have been housed and catalogued. Client is using her resource bank to attack "spot difficulties" experienced by her slow learners. Client plans to follow through on her IPDP by sharing her resource bank with colleagues, regularly adding to the collection of materials, reviewing other school districts' resource banks and taking a related course.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

STAFF MEMBERS: Asst. Principal School, and Guidance, High School

IPDP TOPIC: Compilation of Graduating Class Data

GOAL: To research and prepare a report of the academic and transient patterns of the 1982 graduating class

DESCRIPTION OF ACTIVITIES: Using existing resources and data from student questionnaires, clients prepared an in-depth report for the Board of Education, Administration, and curriculum planners. The report contains information regarding senior student enrollment in honors, basic, and sequential courses; an analysis of graduates' SAT scores, class rank, prospective plans, and final college choices; the number of years each student has spent in the Brookfield School System; the year and reasons for some students dropping out of school; an IQ score distribution; and a breakdown of achievement test scores in various subject areas.

BENEFITS AND OUTCOMES: Clients expect this report will assist policy makers and curriculum planners in their efforts to make the Brookfield educational program more effective in terms of post school needs of graduates.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

STAFF MEMBER: Special Education Dept., High School

IPDP TOPIC: Computer Use in Special Education

GOAL: To develop the knowledge and understanding necessary to acquaint EMR and LD students with computers and the role of computers in society

DESCRIPTION OF ACTIVITIES: In order to acquire basic computer literacy, client participated in a beginning computer course offered evenings through Brookfield's Continuing Education Program. He also added to his understanding of computers by asking for and receiving help from high school students and teachers who knew more than he about the subject. Client arranged for visits to other school systems to observe computers used in remedial situations. He researched the availability of software in fundamental social science and budgeting areas and is learning how to program the high school's computers.

BENEFITS AND OUTCOMES: To prepare for the infusion of computers in his classes, client has modified his math curriculum for several Special Education students by introducing the calculator and its basic functions. Client plans to write programs which can meet his students' academic/vocational needs. He also intends to write a grant proposal to support his plans and to fund the purchase of two computers for his classroom.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

STAFF MEMBER: Principal School/Asst. Principal School

IPDP TOPIC: Educational Law

GOAL: To become more knowledgeable of Federal and State law pertaining to:

- o contracts entered into by a public agency
- o teacher negligence and liability issues, and
- o teacher tenure and dismissal

DESCRIPTION OF ACTIVITIES: Client completed a 6-credit course in Educational Law at the University of Bridgeport, purchased and read several books on the subject, and interviewed several area "experts" on school law. Client has compiled and catalogued material and information related to contracts, negligence, and tenure which he plans to update regularly.

BENEFITS AND OUTCOMES: In addition to the credits earned, client has increased his ability to deal with emergency situations and to help teachers understand and function within negligence and liability laws. He feels that teachers can "relax and thus be able to do a better job" when they are familiar with their legal responsibilities and options. Client's participation in the IPDP project has had a positive influence on his abilities as an educational leader and his credibility as an administrator.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

STAFF MEMBER: 5th grade classroom teacher. School

IPDP TOPIC: Teaching Local History Through Dramatics

GOAL:
- To research and write a play based on the contribution of a local heroine to the American Revolutuion
- To produce the play involving all 5th grade students in staging, production, scenery, and acting

DESCRIPTION OF ACTIVITIES: Client took the course "Writing for Children" at Western Conn. State College, spoke with local historians, and researched material at local museums and the Danbury library. She then wrote a three-act play, "The Minute Woman", based on the contribution of Sybil Luddington, a local Revolutionary War heroine. In addition to involving her students in many aspects of the production, client received assistance from parents, the school's custodian, and teachers. The plan incorporated a military drill, choral speaking, art, and music.

BENEFITS AND OUTCOMES: Client 's ability to write for children and her knowledge of local history improved greatly. The project became a total school effort providing the opportunity for staff to work together on a common theme. The students gained much in knowledge of history, speaking and acting skills, play production, and experienced the joys of engaging in a successful team effort.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

STAFF MEMBER: 4th grade teacher, School

IPDP TOPIC: Instructional Improvement: Reading

GOAL: To upgrade ability to improve the reading skills, specifically vocabulary and comprehension of below grade level readers in grade 4

DESCRIPTION OF ACTIVITIES: Client took the course, "Practicum in Reading" at Western Conn. State College during which she modified her reading curriculum to better meet the vocabulary and comprehension needs of her lower level students. She also redesigned her testing program to more accurately measure what was taught. Client arranged for her college instructor to observe and critique several of her classes and to suggest alternative activities and materials to help achieve better results.

BENEFITS AND OUTCOMES: Client and her principal are pleased with the degree of student improvement evidenced since the start of her IPDP project. In addition to increasing their reading scores, students are generally less tense and more verbal than before.

NDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

STAFF MEMBER: Electronics Teacher, High School

IPDP TOPIC: Instructional Improvement: Electronics

GOAL: To upgrade knowledge of and experience with electronic circuits and semiconductor devices and apply that knowledge to classroom activities

DESCRIPTION OF ACTIVITIES: Client is systematically completing a self-instruction course in electronic circuitry and semiconductor devices offered through Heathkit, Inc. The course consists of a sequentially paced workbook and unit exams in ten areas and includes a "trainer" which is a piece of equipment which allows hands-on application of and experimentation with his newly acquired skills and knowledge.

BENEFITS AND OUTCOMES: Client feels that he is now better able to understand and work with the latest theories, materials, and applications in the rapidly advancing field of electronics. He has already started to incorporate his updated abilities into his teaching and is sharing his own learnings with his students and colleagues.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

STAFF MEMBER: Guidance Counselor, High School

IPDP TOPIC: Family Systems Counseling

GOAL: To become more knowledgeable in family systems counseling and to share this information with colleagues so that they too can develop the concepts and awareness to work more effectively with students

DESCRIPTION OF ACTIVITIES: Client attended workshops at the Harvard Medical School Department of Psychiatry and the Ackerman Institute for Family Therapy in New York.

BENEFITS AND OUTCOMES: The project activities added considerably to client's extensive background in counseling and family therapy. He is using the newly acquired techniques in his counseling and plans to conduct an inservice workshop on "School Problems: A Family Systems Approach" to interested staff members

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

STAFF MEMBER: Teacher of the Academically Talented, High School

IPDP TOPIC: Interdisciplinary Team Teaching

GOAL:
- o To increase knowledge of the humanities and sciences and the interrelationships between the two disciplines
- o To develop an interdisciplinary team teaching approach to humanities

DESCRIPTION OF ACTIVITIES: Client has acquired and read a number of books and articles for content and ideas. She has contacted both the State and national humanities councils and conducted an ERIC search for process and model program information. Client has also arranged to visit other school districts identified as having interdisciplinary programs and has disucssed her project with her Wesleyan University professor and mentor.

BENEFITS AND OUTCOMES: Client has enhanced her knowledge of both the content and process of interdisciplinary team teaching of the humanities and sciences. She is applying her learning to her classroom and plans to actively develop and implement a new course of study incorporating humanities/science into an interdisciplinary team teaching format.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

STAFF MEMBER: Home and School Coordinator, Schools

IPDP TOPIC: Educational Legislation

GOAL: To become familiar with current and pending State and Federal legislation which affects education

DESCRIPTION OF ACTIVITIES: Client has been compiling a file of newspaper articles and government publications dealing with educational legislation. In order to gain insight into the legislative process, client plans to attend a State legislative session when an educational issue is scheduled for action. Discussions with State Department of Education officials, legislators, and legislative reporters are being planned.

BENEFITS AND OUTCOMES: Client expects to share insights and information she collects with appropriate staff. She will periodically post material in schools and discuss issues with colleagues when requested. Client hopes to become an informed resource on educational legislation for the district's educational planners.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

STAFF MEMBER: Counselor, School

IPDP TOPIC: Educational and Psycholcgical Assessment

GOALS:
- o To update ability to effectively perform educational and psychological testing
- o To accumulate credits toward state certification as a school psycholcgist so as to better serve in a newly assigned position.

DESCRIPTION OF ACTIVITIES: Client has successfully completed the course "Educational and Psychological Assessment, II" at Fairfield University. While taking the course, client applied her ongoing learning to her job responsibilities by assisting in student testing and participating in diagnostic team meetings.

BENEFITS AND OUTCOMES: Client has become more knowledgeable of and competent in the performance of her new assignment at School. The project has helped support and give direction to her plans to become a certified school psychologist and client is looking forward to serving the district in that capacity.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

STAFF MEMBER: 5th grade teacher, School

IPDP TOPIC: Computer Literacy

GOALS:
- To upgrade computer-related understanding, knowledge, and abilities
- To learn how to use the school's computers with students

DESCRIPTION OF ACTIVITIES: Client enrolled in two computer courses offered through the Brookfield Continuing Education Program. She constructed a simple program for the computer and spent considerable time practicing on the school's Apple II equipment. Client observed other classes using computers, talked with students and staff computer "whizzes", and joined the district's computer committee. She plans to research classroom application procedures and will introduce the computer to her students as equipment becomes available.

BENEFITS AND OUTCOMES: Client now has positive feelings and increased confidence regarding the use of computers in the classroom. She has begun to accumulate materials (i.e., books, texts, papers from other districts and colleges) which deal with computer literacy and application in the elementary schools. She hopes to put togetner some mini-units on teaching computer use to her students.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

STAFF MEMBER: Special Services High School

IPDP TOPIC: Bilingual Student Assessment

GOAL: To develop the ability and methodology to accurately diagnose whether language difficulty is the real problem faced by bilingual students suspected of having a handicapping learning disability

DESCRIPTION OF ACTIVITIES: Client has taken courses in Spanish at Fairfield University and Evaluating the Bilingual Child at Willimantic. She has visited other school districts to observe their processes and materials. Client has spoken with serveral educators who are experienced in bilingual testing and is now in the process of acquiring and developing her own set of bilingual testing instruments.

BENEFITS AND OUTCOMES: Client now has a deeper insight into linguistics and the problems faced by bilingual students. She is better able to prescribe to students with various communication problems and is prepared to diagnose more accurately than before the potential handicapping conditions of bilingual students.

West Springfield Teacher Evaluation Process

Developed under a grant from the Commonwealth Inservice Institute

Hal Portner, Consultant

PREREQUISITES

Teachers, administrators and school committee members must have a common understanding of:

- the mission, goals and objectives of the West Springfield school district;
- the factors which describe a competent teacher and administrator in the district; and
- the job-related responsibilities of the professional staff as defined by SEA and LEA guidelines, policies and regulations.

In addition, there must be a shared set of expectations regarding classroom climate, instructional practices, curriculum implementation, andstudent learning and performance.

These basic understandings and expectations provide the criteria upon which the evaluation process is determined to be contributing to the professional development of the staff, and ultimately to the improvement of instruction.

THE PROCESS

This is a cooperative process. Together, the teacher and supervisor* develop an Individualized Professional Development Plan (IPDP). The IPDP details the steps to be taken to improve one specific aspect of the teacher's effectiveness on the job. The teacher is responsible for carrying out the plan. It is the supervisor's responsibility to provide appropriate resources and support.

There are eight steps to the process:

STEP 1 Assessment of Strengths and Areas Needing Improvement

The teacher and supervisor gather objective and subjective data concerning the teacher's performance in the instructional or administrative process. Methods by which this data gathering is carried out include, but are not limited to:

- Self assessment - the teacher takes a critical look at him or herself in terms of percieved strengths and weaknesses in the various areas of professional competence (see Form A).
- Preliminary observation - the supervisor observes the teacher in the instructional/administrative setting. The purpose of this preliminary observation is to gain insights into those job performance practices which are effective and those which might benefit from improvement. It is not intended that the data collected during this observation be used as the basis for a final evaluation report (see Form B).

*The term "teacher" throughout this section refers to any professional staff member being evaluated through this process. "Supervisor" refers to the person conducting the evaluation.

- Data review - both the supervisor and the teacher examine such data as student records, lesson plans and other documentation which might provide insights into teacher strengths and professional development needs.
- Student/peer assessment of teachers (optional) - teachers may elicit student and/or peer perceptions of their effectiveness, styles, etc. as another source of data.(see Form C).

STEP 2 Analysis of Data

The teacher and supervisor independently review the collected data and draft seperate sets of teacher strengths and areas for improvement. These lists should be as specific as possible and priorities for professional development needs should be indicated.

STEP 3 Action Planning Conference

The teacher and supervisor agree on a professional development objective to be achieved by the teacher. The objective is worded so as to contain measurable outcomes and should state a daedline date. Also discussed at this conference are resources needed, activities to be undertaken, etc. (see Form D). The outcome of this conference is a draft of the teacher's IPDP.

STEP 4 Commitment to the IPDP

The final action plan is prepared and signed by the teacher and submitted to the supervisor within five days after the planning conference. The supervisor elects either to sign the IPDP thereby approving the plan and agreeing to its support, or the supervisor schedules additional conferences with the teacher to negotiate a modification of the plan.

STEP 5 IPDP Implementation

The teacher carries out the action plan. The supervisor provides the agreeded upon support.

STEP 6 Interim Conference

At approximately the mid-point of the implementation period, the supervisor meets with the teacher to monitor and assess the progress of the plan. If necessary, the plan is adjusted to realistically deal with the need for any major changes.

STEP 7 Final Observation

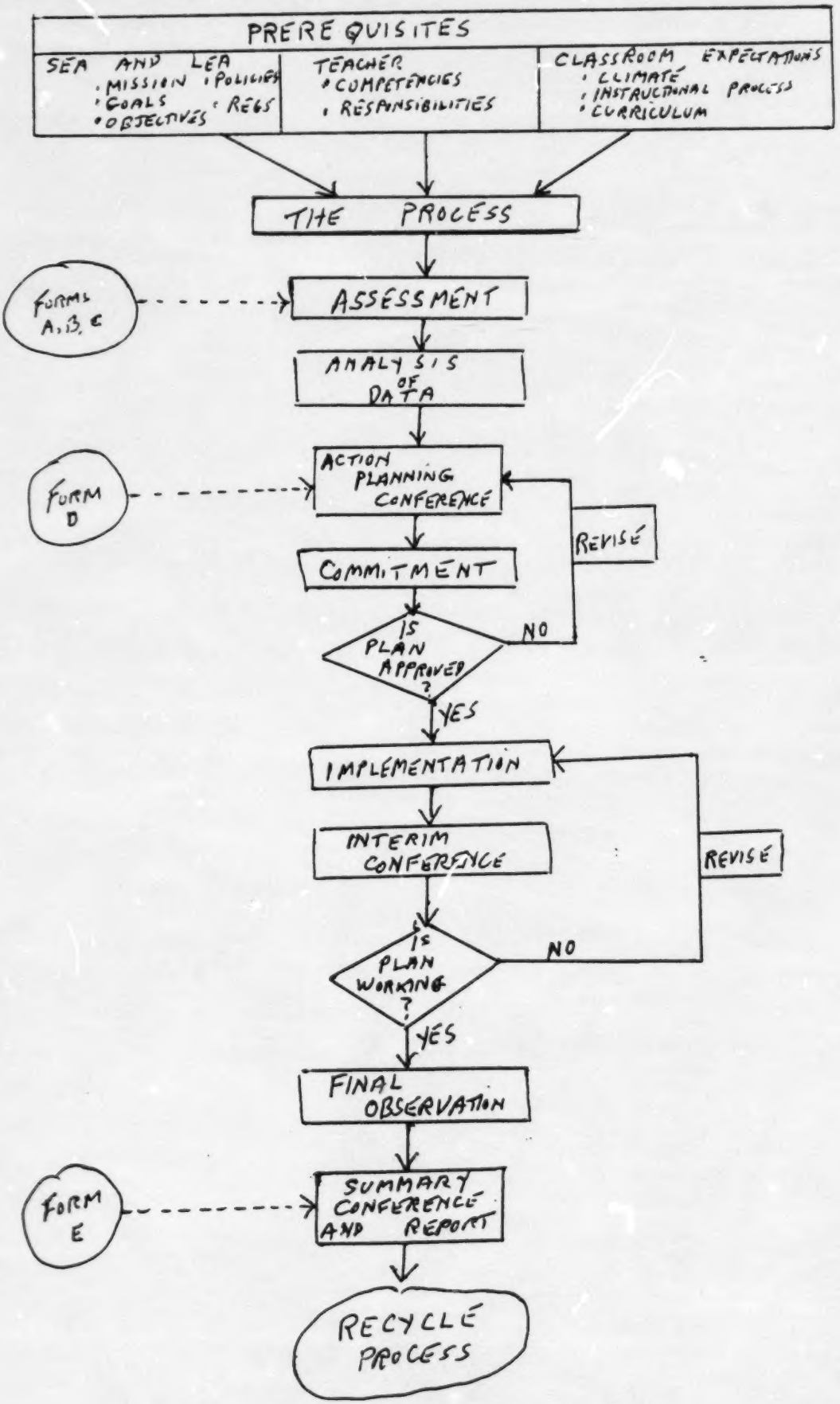
The supervisor observes the teacher in the classroom (or other job-related activity specified by the plan's objective). Focus is on the extent to which the objective(s) of the IPDP have been met.

STEP 8 Summary Conference and Report

A conference between the supervisor and teacher is held as soon after the final observation as possible during which the supervisor "feeds back" to the teacher an assessment of the effectiveness of the action plan. A summary report (see Form E) is prepared by the supervisor, signed by both parties, shared with the Superintendent of Schools and made part of the teacher's personnel file.

The following flow chart graphically illustrates this process.

WESTSTEP



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